



READ FOR AUSTRALIA
Part of National Literacy and Numeracy Week
29 July – 4 August 2013
Notes for Years 2-3

Links to Australian Curriculum

Language	Literature	Literacy
Year 2 Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)	Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587) Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590) Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)	
Year 3	Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594) Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)	Identify the point of view in a text and suggest alternative points of view (ACELY1675) Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)

Reading and responding	Oral language	Written activities	Assessment
<p>Read "<i>Herman and Rosie</i>" Begin a discovery chart.</p> <p>Re read "<i>Herman and Rosie</i>" Walk in someone else's shoes activity.</p> <p>Re read the book and select an object from a scene and speak about the event or characters as an eyewitness. E.g. the TV, the lamp post.</p>	<p>Ask students to visualise music. Write down as many words that you associate with music. Think of one of your words and role-play that word. Sculpt your partner into Rosie or Herman (divide class).</p> <p>Thinking clay –partner does what sculptor says (swap roles) Everyone becomes their sculpture. Divide group in help and each takes a look at Rosie and Herman and notes similarities/differences.</p> <p>Hot seat Herman – how does he feel when he loses his job? Hot seat Rosie – how does she feel when the club closes? Hot seat the boss – Interview him. Hot seat the club owner.</p> <p>Interview different characters in the book.</p> <p>Performance Carousel</p>	<p>Outline Rosie and Herman. Label their characteristics. Venn diagram similarities/differences Character description of Rosie or Herman.</p> <p>With newspaper build timeline. Compare and contrast their apartments.</p> <p>Interview questions.</p> <p>Select your favourite scene and collage it and/or write about it.</p> <p>Create a billboard or sign.</p>	<p>What is the appeal of the book?</p> <p>What does Gus Gordon use to make Herman and Rosie an enjoy story?</p> <p>What do you know about New York city?</p> <p>Observations Work samples Anecdotal records</p>

<p>Re read Herman and Rosie and use the freeze frame activity.</p> <p>Re read Herman and Rosie Try the Meeting activities.</p>	<p>Look at usage of visual literacy- vectors, colour, proximity, movement</p> <p>How are maps used in the story?</p>	<p>Design a soundscape for your area.</p> <p>Finding your soul mate. List your interests. Find someone with similar interests. Write a story about how you might meet through your interests.</p>	
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Details of suggested activities within the lesson sequence

Seeking Understanding		Responding
<p>Process Drama</p> <ul style="list-style-type: none"> • Sound scape – a conductor leads children to recreate sounds of the story using voice or body percussion. Volume is controlled with hand gestures e.g. loud for a raised hand, silence when the conductors hand is on the floor • Role play – students mime the story as it is read. • Performance Carousel (after timeline) Children act out the timeline without interruption. • Pick one word/phrase and show it with your body as a freeze and / or act it out and say the word e.g. 	<p>Visual Literacy</p> <ul style="list-style-type: none"> • Discovery Chart – keep track of each new discovery every time you read the book e.g. find the treble clef, inclusion of real items in the collage e.g. broccoli, How many reference to Jacques Cousteau are there? • Discuss how Gus Gordon builds the story through graffiti. • What can we learn from the illustrations about the era, the city and the characters? • Spatial awareness – Discuss the layout and organisation of the pages for proximity, direction 	<p>Creating and composing</p> <ul style="list-style-type: none"> • Role- on-the-Wall – draw the silhouette of Herman and Rosie and label characteristics of each. Build on this as you re-read the book. • Timeline Collage – create a timeline of events with newspaper. Decorate with real life objects. Follow up with Performance Carousel (refer to Process Drama). • Choose your favourite illustration. Explain why this is your favourite picture. Identify the mediums used and create your own illustration. Support this activity with a written explanation of the features of the illustration. • Musical notes – what words would you put to music? Are they groovy? Will they be remembered? • Read the book, with a “lens” for all the musical references. Present them as a musical score on a treble stave. (Can you

<p>loneliness.</p> <ul style="list-style-type: none"> • Beautiful words and phrases, precious expressions, lonely words and phrases. • Museum - in pairs children have the role of a “sculptor” and the “thinking clay”. The sculptor directs the clay into freeze frames. They respond to various aspects of the book. (Herman playing his oboe, Rosie singing at the Club) Freeze frames hold pose to form a “Museum” for viewing. Swap roles. • Hot Seating – become a character and respond to interview questions. • Mantle of the Expert – children take on the role of a specialist and advise on the situation e.g. the Club owner, the Boss, a best friend. • Walk in Someone else’s Shoes – Children, in roles, are asked to speak aloud their thoughts and feelings in response to events in the book e.g. Herman losing his job, the Hot Dog seller. 	<p>and position such as the duck in the club.</p> <ul style="list-style-type: none"> • Using the language of viewing, discuss techniques used in the illustrations and how they add to the story. e.g. shots, movement, vectors, angles, colour. • Map reading - focus on the key, routes and supporting the text • How do the billboards add to the story? 	<p>find the treble clef on each page?)</p> <ul style="list-style-type: none"> • What are the themes of Herman and Rosie? • Write the conversation between Rosie and Herman on the rooftop. • Create a sound wall that represents your place. • Create a Venn diagram that identifies the similarities and differences. • Compare and contrast their apartments. • Writing postcards – one home from NYC using all the visual landmarks. • Inquiring into who is Jacques Cousteau? • If you had to buy a gift for Herman or Rosie what would you buy and why? • Make a list of 3-5 of your favourite things. Then find a partner who has similar interests. Make a game of this activity • What makes Rosie and Herman connect? • Write the next chapter of the story. • Poetry about the themes of the book: loneliness, living in a city, serendipity, friendship, and music. • Identify the onomatopoeia used by Gus Gordon.
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<ul style="list-style-type: none"> • The Meeting – children come together in character and improvise possible conversations and solutions. • Speaking Objects – select an object from a scene and speak about the event or characters as an eyewitness. E.g. the TV, the lamp post. 		<ul style="list-style-type: none"> • Plan some strategies of how Herman and Rosie might have found someone with similar interests. • Create an advertising flyer for their gig. • Write a review of their gig. • What's the appeal of the book?
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Notes by Malvina Rodgers

Malvina Rogers has broad teaching experiences in Southern Africa, Northern Territory and ACT. She has taught literacy in Indigenous Education and has a passion for encouraging students to write. She achieved her Masters related to looking at literacy through play and writing centres.